

## Inspection report for early years provision

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<b>Unique reference number</b>	201333
<b>Inspection date</b>	15/05/2009
<b>Inspector</b>	Valerie Fane
<b>Type of setting</b>	Childminder

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the childminding

The childminder was registered in 2000. She lives with her children aged 18, 15 and 12 in a village between Stratford and Warwick. The whole of the ground floor, the bathroom and a bedroom on the first floor are used for childminding.

Accessibility to the premises is down two steps to the front door. There is a fully enclosed garden available for outside play with steps to the lawn. The childminder is able to take and collect children from local schools and pre-schools. The family have a dog and a rabbit, and a horse who is kept at nearby stables.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to twelve years. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with learning difficulties and disabilities and children who speak English as an additional language. The childminder is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are very settled with the childminder and their welfare needs are met because her practice is fully inclusive and she takes into account their family situations in her planning. She has made a number improvements since the last inspection including achieving a Level 3 qualification. However, she has not gained a thorough knowledge of the EYFS or carried out a detailed self-evaluation and as a result two welfare requirements are not met. Children make good progress because the childminder has a secure understanding of how to plan and provide play and activities that support their learning and development well.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the organisation of the setting by developing the use of self-evaluation to support ongoing improvements and improve knowledge of the EYFS.

To fully meet the specific requirements of the EYFS, the registered person must:

- provide parents with information that includes details for contacting Ofsted (Safeguarding and promoting children's welfare)
- display the certificate of registration (Documentation).

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## **The leadership and management of the early years provision**

Children thrive in many respects because the childminder is committed to attending training to update and improve her practice. In particular she has recently completed an NVQ Level 3 in Childcare and Education and she is aware that this has helped her understand how to plan and provide for children's learning and development needs more effectively. She has a good range of resources available and these are stored in the play room where children can access them easily and select what they want to use.

The childminder has met the recommendation made at her last inspection but has not continued to ensure that her documentation is up to date. As a result children's care is potentially compromised because parents do not have access to the correct contact details for Ofsted should they wish to make a complaint. The childminder has a clear understanding of her strengths and she is committed to making some ongoing improvements that will improve outcomes for children such as further improvements to the safety of the back garden for children. However, she has not ensured that she is familiar with the EYFS requirements or carried out a thorough self-evaluation of her practice to ensure that all requirements are met. She is therefore not aware of the need to display her registration certificate at all times when she is childminding.

Children receive care in a home that is safe and secure and the childminder takes into account individual children's needs when ensuring their safety. For example, she is planning to put additional fencing in her back garden because she is aware that some children do not understand the risk of the drop from the lawn to the patio. She has carried out detailed risk assessments of all aspects of her work. Children are protected because the childminder has a secure understanding of safeguarding issues and has attended recent training in this area.

Children thrive because the childminder works in close partnership with their parents. She has good settling-in arrangements in place that include enough visits for her to get to know children and their families and to be sure that she can meet their needs. Parents receive copies of her written policies and they provide information about children's individual daily routines for the childminder. Children are able to continue their learning at home because parents see displays of photographs of children enjoying their activities and they receive plenty of verbal information about what children have been doing and learning. The childminder encourages parents of babies to use a written diary for additional information. If the childminder is concerned about the development of individual children she encourages parents to seek support and advice from their health visitor and she understands the importance of working in partnership with outside agencies to provide the best support for such children. If particular children also attend other early years settings the childminder is aware of the benefits of working in close partnership with the other setting to provide children with continuity of care.

## **The quality and standards of the early years provision**

Children feel secure with the childminder and develop close relationships with her and with other members of her family. Babies settle well and are happy to look to her for reassurance and praise when they are playing. All children make good progress towards the early learning goals because the childminder takes into account their individual needs when planning routines and activities. She finds out about their home situation from parents and celebrates children's culture in her home. For example, if children speak additional languages she displays words in that language in her home and learns some herself to use with the children. The childminder has a good understanding of how to plan and provide for individual children's learning needs. She observes and assesses children's development and plans activities that will support them well as they take their next steps in learning. For example, she observes that a particular child finds it difficult to select toys if many are available so she temporarily limits the choice to help them overcome this problem.

Children enjoy a wide range of interesting resources and also go on regular outings with the childminder. Babies show interest in a variety of toys and are keen to find out how things work. They explore a fire engine and try to take the driver out and put it back again. They explore the texture of a soft ball and are fascinated by the light inside it. Children develop good language skills because the childminder talks to babies while they are playing and older children join in favourite songs such as 'Five fat sausages'. The childminder uses an interesting selection of props to support children's learning and encourages them to count the sausages and calculate how many will be left when one has popped. These activities also support children's development of skills for the future.

Children gain knowledge and understanding of the world because they learn to care for the childminder's rabbit and they plant flowers and vegetables. Older children learn about their local community because they visit the fire station to find out about the fire service and to have fun trying out the fireman's hose. They extend their understanding of our wider society through regular visits to the local Indian restaurant and the owners sometimes come to the childminder's home to cook food with the children. Children learn about safety when they are on outings because the childminder teaches them to wear a label with her name and address. Older children learn to hold her hand and to walk on the side of the pavement away from the traffic.

Children behave well with the childminder. She supports their good behaviour with praise and stickers and she discusses any unwanted behaviour with their parents to agree individual strategies to address the concerns. The childminder is proactive to address any racist remarks made by children to help them understand and value people's differences. Children learn about safety in the home and older children are aware of any possible dangers to younger ones and help to take care of them. They develop some understanding of a healthy lifestyle because they spend time outside each day and the childminder provides them with a healthy range of snacks such as raisins, grapes and organic baby biscuits. Older children learn

about good hygiene and they develop self-help skills because they use wipes and spray to help the childminder to clean up any food spillages.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- display the certificate of registration in the premises on which childcare is provided (Certificate of registration) (also applies to the voluntary part of the Childcare Register) 30/05/2009
- make Ofsted's address available to parents (Providing information to parents) (also applies to the voluntary part of the Childcare Register). 30/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Certificate of registration) 30/05/2009
- take action as specified in the compulsory part of the Childcare Register (Providing information to parents). 30/05/2009